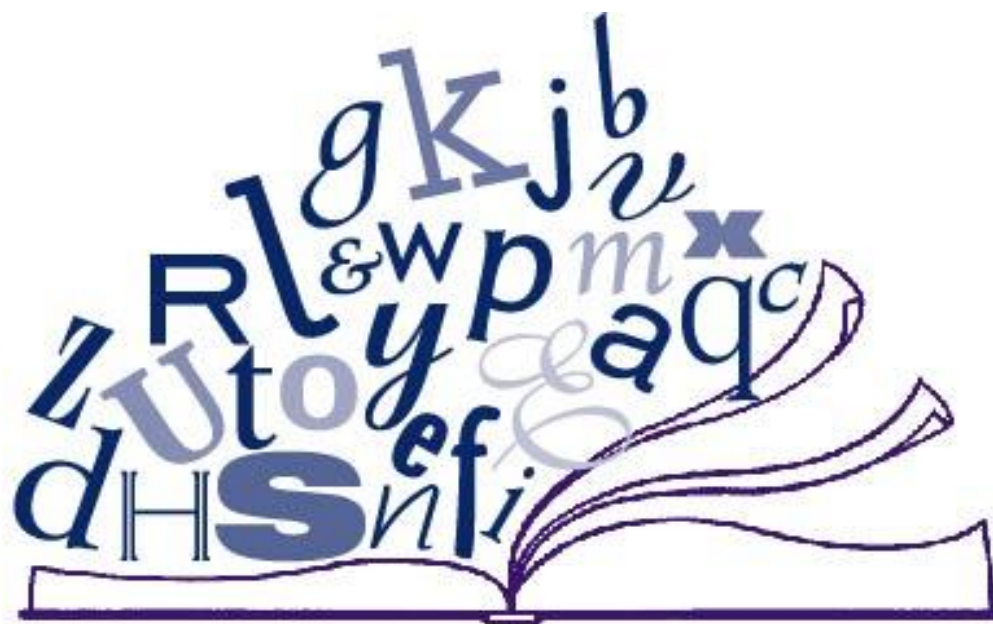


# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

## *Kindergarten*



Final Review  
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Board of Education  
Richmond, Virginia  
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At the kindergarten level, students will engage in a variety of oral language activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of ~~phonemic skills~~ phonological awareness, ~~that are the precursor~~ which is essential for success in learning to decode words-literacy. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.

- K.1** The student will demonstrate growth in the use of oral language.
- Listen to a variety of literary forms, including stories and poems.**
  - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.**
  - Participate in oral generation of language experience narratives.**
  - Participate in creative dramatics.**
  - Use complete sentences that include subject, verb, and object.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of <u>literary literacy experiences, including fiction and nonfiction print materials and trade books</u> that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li><del>These interactions provide opportunities for students to mimic language and experiment with new words, word patterns, and rhymes in order to expand their working vocabularies.</del></li> <li><u>By participating in choral and echo speaking, language experience narratives and creative dramatics (e.g., songs, poems, role play, storytelling), students will expand their oral language.</u></li> <li><u>A language experience narrative can be produced from any individual or group experience. For an individual language experience narrative the student dictates a story to the teacher. For the group language experience narrative students contribute ideas to develop sentences for a class story.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that oral language entertains and communicates information.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li><u>listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</u></li> <li><u>listen to texts read aloud and ask and answer questions for further understanding.</u></li> <li>participate in choral <u>and echo speaking</u> and <del>echo reading</del> <u>recitation</u> of short poems, rhymes, songs, and stories with repeated patterns and refrains.</li> <li>generate ideas to develop a group language experience narrative.</li> <li><u>dictate sentences about a group experience for a group language experience narrative (e.g., a story about a class field trip).</u></li> <li><u>dictate an experience or story to create an individual language experience narrative (e.g., a story about a family pet).</u></li> <li>use drama to retell familiar stories, rhymes, and poems <u>(e.g., storytelling with role play or puppets).</u></li> <li><u>participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking.</u></li> <li><u>use complete sentences that include subject, verb, and object when speaking.</u></li> <li><del>identify words that rhyme.</del></li> </ul>

- K.1
- The student will demonstrate growth in the use of oral language.
- a)

Listen to a variety of literary forms, including stories and poems.
- b)

Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
- c)

Participate in oral generation of language experience narratives.
- d)

Participate in creative dramatics.
- e)

Use complete sentences that include subject, verb, and object.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

**K.2 The student will expand understanding and use of word meanings.**

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will expand <del>and use their listening and speaking vocabularies</del> understanding and use of word meanings through <del>across the curricula</del> cross-curricular activities that develop their use of <del>descriptive/naming words</del>.</li> <li><del>This</del> Vocabulary growth aids in development of reading and comprehension as students progress in school.</li> <li>Teachers should provide opportunities for students to participate in partner or group activities to use descriptive words (e.g., read and sing number poems and songs).</li> <li>Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of <del>fiction and nonfiction print materials and trade books</del> a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, and by modeling ways to participate in discussions about learning.</li> <li>Teacher modeling of the appropriate use of content vocabulary will help students expand their use of word meanings.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li><u>understand that learning new words enhances communication.</u></li> <li>understand that word choice makes communication clearer.</li> <li><u>understand that information can be gained by asking about words not understood.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>understand and use number words in conversations, during <u>partner and</u> group activities, and during teacher-directed instruction.</li> <li>use words to describe or name people, places, feelings, and things during <u>partner and</u> group activities and during teacher-directed instruction.</li> <li>use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.</li> <li>use words <u>to show direction and location</u> <del>such as</del> (e.g., on, off, in, out, over, under, between, and beside) to describe location.</li> <li>use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities.</li> <li>recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult.</li> <li><u>use vocabulary from content areas during partner or group activities and during teacher-directed instruction.</u></li> </ul>

- K.3 The student will build oral communication skills.**
- Express ideas in complete sentences and express needs through direct requests.**
  - Begin to initiate conversations.**
  - Begin to follow implicit rules for conversation, including taking turns and staying on topic.**
  - Listen and speak in informal conversations with peers and adults.**
  - Participate in group and partner discussions about various texts and topics.**
  - Begin to use voice level, phrasing, and intonation appropriate for various language situations.**
  - Follow one- and two-step directions.**
  - Begin to ask how and why questions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will build oral communication skills within a language-rich environment <u>through a variety of experiences</u>.</li> <li><del>In this environment, students will accumulate experiences from which concepts and thoughts can be formed.</del></li> <li><u>With teacher support</u> students <del>will learn to</del> generate how and why questions across <del>the</del> curricula and begin to use these questions to guide their search for answers.</li> <li><del>Students will have opportunities in various</del> group settings, <u>students should have opportunities</u> to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation <del>such as (e.g.,</del> voice level and intonation appropriate for specific language situations).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that conversation is <del>a two-way interaction</del> <u>interactive</u>.</li> <li>begin to understand that the setting influences rules for communication.</li> <li>understand that information can be gained by <del>seeking answers to generating</del> <u>questions and seeking answers</u>.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>speak <u>audibly</u> in complete, <del>simple</del> sentences, <u>expressing thoughts, feelings and ideas clearly</u>.</li> <li><u>verbally express needs through direct requests</u>.</li> <li><u>participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small group, teacher-led)</u>.</li> <li>initiate conversations with peers and teachers in a variety of school settings.</li> <li>listen attentively to others in a variety of formal and informal settings involving peers and adults.</li> <li><u>participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play)</u>.</li> <li>listen to and discuss <del>fiction and nonfiction print materials and trade books a</del> <u>variety of texts</u> that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li><u>wait for their turn to speak</u>, <u>allowing</u> others to speak without unnecessary interruptions.</li> <li><del>wait for their turn to speak</del></li> <li><u>stay/maintain conversation</u> on topic <u>through multiple exchanges</u>.</li> <li><u>in group and partner discussions</u> clearly state a thought related to the book</li> </ul>

- K.3** The student will build oral communication skills.
- Express ideas in complete sentences and express needs through direct requests.
  - Begin to initiate conversations.
  - Begin to follow implicit rules for conversation, including taking turns and staying on topic.
  - Listen and speak in informal conversations with peers and adults.
  - Participate in group and partner discussions about various texts and topics.
  - Begin to use voice level, phrasing, and intonation appropriate for various language situations.
  - Follow one- and two-step directions.
  - Begin to ask how and why questions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>or topic being discussed.</p> <ul style="list-style-type: none"> <li>begin to use voice level, phrasing, and intonation appropriate for the language situation.</li> <li>match language to the purpose, situation, environment, and audience.</li> <li>repeat and follow one-step and two-step oral directions.</li> <li><del>ask how and why questions to gain information.</del></li> <li><del>understand the difference between stating known facts and formulating how and why questions</del></li> <li><u>ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood.</u></li> <li><del>predict how to find answers to questions</del></li> <li><del>begin to use pictures and other visuals to answer questions.</del></li> </ul>

- K.4 The student will identify, say, segment, and blend various units of speech sounds.**
- Begin to discriminate between spoken sentences, words, and syllables.**
  - Identify and produce words that rhyme.**
  - Blend and segment multisyllabic words at the syllable level.**
  - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
  - Identify words according to shared beginning and/or ending sounds.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will focus on <u>various units of speech sounds in words and discern the phonemes of spoken language.</u></li> <li>This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to <u>break-down segment</u> a sentence orally into individual words and to <u>break-down-segment</u> individual words into individual syllables <u>and sounds.</u></li> <li><u>Phonological awareness is the term used to describe a student's understanding that spoken words consist of sounds. Students who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels.</u></li> <li><u>Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).</u></li> <li><u>Students who are phonemically aware are able to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment and manipulate them.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that words are made up of small units of sound and that these sounds can be blended to make a word.</li> <li>understand that words are made up of syllables.</li> <li>understand that a spoken sentence is made up of individual words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>focus on speech sounds.</li> <li><del>break down a sentence into individual words</del></li> <li>demonstrate the concept of word by <del>dividing-segmenting</del> spoken sentences into individual words.</li> <li><del>break-down-segment</del> a word into individual syllables by clapping <u>hands or snapping fingers.</u></li> <li>discriminate between large phonological units of running speech, sentences, words, and syllables.</li> <li>identify a word that rhymes with a spoken word.</li> <li>supply a word that rhymes with a spoken word.</li> <li>produce rhyming words and recognize pairs of rhyming words presented orally.</li> <li>generate rhyming words based on a given rhyming pattern.</li> <li>supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.</li> <li><u>blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/).</u></li> <li><u>blend and segment multisyllabic words into syllables (e.g. the teacher asks students to say robot without the /ro-/ and students respond with /bot/).</u></li> <li>recognize that a word <del>breaks down-can be segmented</del> into individual <del>phonemes (onset) and ending (rimes)-</del> speech sound units.</li> <li>recognize how phonemes sound when spoken in isolation.</li> </ul>



- K.4** The student will identify, say, segment, and blend various units of speech sounds.
- Begin to discriminate between spoken sentences, words, and syllables.**
  - Identify and produce words that rhyme.**
  - Blend and segment multisyllabic words at the syllable level.**
  - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
  - Identify words according to shared beginning and/or ending sounds.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>Students orally <b>blend</b> speech sound units (<b>phonemes</b>) together to make a word (e.g., /m/- /a/- /n/ → man).</li> <li>Students <b>segment</b> spoken words into individual sounds (e.g., man → /m/- /a/- /n/).</li> <li>Understanding rhyme allows students to generate new words from a known word (e.g., if the student knows the word “fun,” then he/she can orally produce the word “run.”) It is more difficult to produce a rhyme than to identify a rhyme when presented orally.</li> <li><b>Syllables</b> are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced, the mouth opens and closes. Each syllable spoken consists of a single rhythmic beat (e.g., the word <i>absent</i> has two syllables: ab/sent).</li> <li>The level of complexity increases as students then isolate the initial and final sounds of a word. Isolating the medial sound is yet more complex. The most sophisticated skill is breaking the word into the phonemes that comprise it.</li> <li><b>Phonemes</b> are the smallest units of sound in spoken language.</li> <li>Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, say/produce, and</li> </ul>		<ul style="list-style-type: none"> <li>recognize similarities and differences in beginning and ending sounds (<b>phonemes</b>) of words.</li> <li>determine the order of speech sounds (<b>phonemes</b>) in a given word by answering the following questions: <ul style="list-style-type: none"> <li>What is the beginning sound you hear?</li> <li>What is the ending sound you hear?</li> </ul> </li> <li><del>supply</del>-produce a word that has the same beginning or ending sound (<b>phoneme</b>) as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/).</li> <li>identify pictures of objects whose names share the same beginning or ending sound (<b>phoneme</b>).</li> <li>sort pictures <del>of or</del> objects whose names share the same beginning or ending sound (<b>phoneme</b>).</li> <li>blend three <del>given spoken</del> phonemes to make words (e.g., For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>).</li> <li>segment one-syllable words into onset and rime (e.g., the teacher says the word <i>hat</i> and when asked, the student verbally says /h/ for the onset and /at/ for the rime.) Students are not expected to know the terms onset and rime.</li> <li>segment one-syllable words into speech sounds units (<b>phonemes</b>) (e.g., the teacher says the word <i>bat</i>, and the student segments the sounds /b/- /a/- /t/).</li> <li>substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say <i>cat</i>, but in the place of /c/ she asks them to say /b/, and the student responds with <i>bat</i>).</li> </ul>

- K.4** The student will identify, say, segment, and blend various units of speech sounds.
- Begin to discriminate between spoken sentences, words, and syllables.**
  - Identify and produce words that rhyme.**
  - Blend and segment multisyllabic words at the syllable level.**
  - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).**
  - Identify words according to shared beginning and/or ending sounds.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>manipulate phonemes.</p> <ul style="list-style-type: none"> <li>The ability to segment and blend phonemes facilitates spelling and decoding.</li> <li><b>Onsets</b> are speech sounds (/b/, /c/, /f/, /h/) before a vowel. <b>Rimes</b> are <u>comprised of</u> the vowel and what follows (e.g., -at, <u>-it</u>, <u>-op</u>). If a <u>one-syllable</u> word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (bat, <del>eat</del> bit, <del>fat</del> but, <del>hat</del>) (<del>Note: Students are not expected to know these terms</del>).</li> </ul>		

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

- K.5** The student will understand how print is organized and read.
- Hold print materials in the correct position.**
  - Identify the front cover, back cover, and title page of a book.**
  - Distinguish between print and pictures.**
  - Follow words from left to right and from top to bottom on a printed page.**
  - Match voice with print (concept of word).**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken word to the written word.</li> <li><u>The ability to match spoken words to print involves developing a student's concept of word. Instruction may include modeling how print is organized, pointing to words on a page as it is read, and having students "finger-point read" memorized text.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that all print materials in English follow similar patterns.</li> <li><u>understand that there is a one-to-one correspondence between the spoken and written word.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>hold printed material the correct way.</li> <li>identify the front and back covers of a book.</li> <li>distinguish the title page from all the other pages in a book.</li> <li>turn pages appropriately.</li> <li>distinguish print from pictures.</li> <li>follow text with a finger, pointing to each word as it is read from left to right and top to bottom.</li> <li>locate lines of text, words, letters, and spaces.</li> <li>match voice with print in syllables, words, and phrases.</li> <li>locate <u>and name</u> periods, question marks, and exclamation points.</li> </ul>

**K.6 The student will demonstrate an understanding that print conveys meaning.**

- a) Identify common signs and logos.**
- b) Explain that printed materials provide information.**
- c) Read and explain own writing and drawings.**
- d) Read his/her name and read fifteen meaningful, concrete words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will learn that books, environmental print (print seen in one's environment), and other printed materials <u>have a constant convey meaning and provide information for the reader.</u></li> <li><u>Teachers should provide a variety of opportunities for Students should to demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate with others ideas and information.</u></li> <li>These messages may include scribbles, letter approximations, letter strings, and invented spellings.</li> <li><u>Concrete words are specific words that refer to definite persons, places or things.</u></li> <li><u>Students who recognize words automatically spend less time decoding and can pay more attention to comprehending what is being read.</u></li> <li><u>Students will read his/her name.</u></li> <li><u>Provide opportunities for the student to read his/her name.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that print <del>communicates a message</del> <u>conveys meaning.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>apply knowledge that print conveys <del>a message meaning.</del></li> <li>recognize and identify common signs, logos, and labels.</li> <li>explain that printed <del>text material</del> <u>provides information.</u></li> <li>read and explain their own drawings and writings.</li> <li>locate <del>high frequency commonly used</del> words and phrases in familiar text.</li> <li>recognize <del>ten a selection of</del> high-frequency <u>and sight</u> words <u>as well as read fifteen meaningful, concrete words.</u> (Each student may know a different set of words.)</li> <li>recognize and identify their own first and last names. <del>and the first names of classmates</del></li> <li><del>retell information gathered from looking at a picture or from listening to a text read to them.</del></li> </ul>

- K.7 The student will develop an understanding of basic phonetic principles.**
- Identify and name the uppercase and lowercase letters of the alphabet.**
  - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.**
  - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.**
  - Identify beginning consonant sounds in single-syllable words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will <del>learn and understand how letters and sounds work in written language</del> <u>develop an understanding of basic phonetic principles.</u></li> <li><del>Students will learn and understand how letters and sounds work in written language.</del></li> <li><del>Students will learn to identify uppercase and lowercase letters in isolation in sequential order and in random order.</del></li> <li>Phonetic skills are the foundation for decoding and encoding words — i.e., they are the basic skills needed to develop fluency and automaticity in reading and writing.</li> <li><u>A <b>digraph</b> is the spelling of one sound using two letters. Digraphs can spell consonant sounds (e.g., sh, ch, th, ng) or vowel sounds (e.g., ai, ay, ee, ea, oo, ow, ey, oi, oy, au, aw).</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li><u>understand that there is a one-to-one correspondence between spoken and written words.</u></li> <li>understand that written words are composed of letters that represent specific sounds.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.</li> <li>match uppercase and lowercase letter pairs.</li> <li><del>recognize and say</del> <u>produce</u> the usual sounds of <del>all letters</del> <u>consonants, short vowels and initial consonant digraphs.</u></li> <li><u>demonstrate concept of word by:</u> <ul style="list-style-type: none"> <li><u>tracking familiar print from left to right and top to bottom; and</u></li> <li><u>matching spoken words to print including words with more than one syllable.</u></li> </ul> </li> <li>write the grapheme (letter) that represents a spoken sound.</li> <li><u>use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.</u></li> <li>isolate initial consonants in single-syllable words (<del>For example, e.g.,</del> <u>/t/ is the first sound in top).</u></li> <li><del>associate</del> <u>identify</u> long and short sounds with common spellings for the five major vowels.</li> <li><u>distinguish between similarly spelled words by identifying sounds of the letters that differ.</u></li> <li><del>identify the segment</del> <u>onsets (/e/) and rimes (-at) and begin to separate the sounds fully (/e/ /a/ /t/) by saying each sound aloud blend to form the words.</u></li> <li><u>blend onsets (/e/) and rimes (- at) to form words (eat)</u></li> </ul>

- K.7
- The student will develop an understanding of basic phonetic principles.
- a) Identify and name the uppercase and lowercase letters of the alphabet.

b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

d) Identify beginning consonant sounds in single-syllable words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"><li><del>substitute other onsets (/b/ for /c/) to form different words (bat).</del></li></ul>

- K.8 The student will expand vocabulary.**
- a) Discuss meanings of words.**
  - b) Develop vocabulary by listening to a variety of texts read aloud.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will expand their <del>oral language</del> vocabulary by listening to and participating in a variety of <del>literary-literacy</del> experiences, including, <u>but not limited to, discussion and listening to a variety of texts read aloud including fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</u></li> <li><del>These interactions</del> Teachers reading texts aloud provide opportunities for students to <u>have mimic language modeled for them and expose them to experiment with new words, word patterns, and rhymes</u> in order to expand their working vocabularies.</li> <li><del>This Vocabulary growth aids in development of reading and comprehension as students progress in school.</del></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li><u>understand that vocabulary is made up of words and that words have meaning.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li><u>discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.</u></li> <li><u>identify new meanings for familiar words and apply them accurately (e.g., knowing <i>water</i> as a drink and learning the verb <i>water the flowers</i>).</u></li> <li><u>sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</u></li> <li><u>use common adjectives to distinguish objects (e.g., the <i>small red</i> square; the <i>shy white cat</i>) (Students are not required to know the term adjective at this level.).</u></li> <li><u>ask and respond to questions about unknown words in a text.</u></li> <li><u>identify real-life connections between words and their use (e.g., places that are <i>loud</i>).</u></li> <li><u>use newly learned words in literacy tasks.</u></li> <li><del>listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</del></li> </ul>



- K.9** The student will demonstrate comprehension of fictional texts.
- Identify what an author does and what an illustrator does.
  - Relate previous experiences to what is read.
  - Use pictures to make predictions.
  - Begin to ask and answer questions about what is read.
  - Use story language in discussions and retellings.
  - Retell familiar stories, using beginning, middle, and end.
  - Discuss characters, setting, and events.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard <del>relative to fiction</del> is that students will understand the elements of a story (characters, setting, <u>problem/solution</u>, events) and begin to analyze these elements for meaning.</li> <li>Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from <u>fictional texts</u> <del>and nonfiction</del> that <del>is</del> <u>are</u> read aloud to them.</li> <li><u>Students should be exposed to and be able to recognize various types of fictional texts (e.g., storybooks, poems).</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that <del>print material</del> <u>fictional texts</u> tells a story <del>or provides information</del>.</li> <li>understand that authors <u>tell stories through words</u> and illustrators <del>create books</del> <u>tell stories with pictures</u>.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>identify the roles of <del>an the</del> author and <del>an the</del> illustrator <u>of selected texts</u>.</li> <li>make <u>ongoing</u> predictions based on illustrations <u>and</u> <del>or portions of a text</del>.</li> <li><u>describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).</u></li> <li>link knowledge from their own experiences to make sense of and talk about a text.</li> <li>give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.</li> <li><u>ask and</u> respond to simple questions about the content of a book.</li> <li>use vocabulary from a story in discussions and retellings.</li> <li>retell a story <u>from pictures or text</u> in their own words <del>or re-enact it</del>, arranging the events in the correct sequence (beginning, middle, and end).</li> <li>use words to sequence events <del>such as</del> <u>(e.g., before, after, and next).</u></li> <li>produce artwork or a written response <u>(letters or phonetically spelled words)</u> that demonstrates comprehension of a story that they have heard read aloud.</li> <li>use descriptive language to talk about characters, settings, and events of a story.</li> <li><u>recognize various types of fictional texts (e.g., storybooks, poems).</u></li> </ul>

- K.10** The student will demonstrate comprehension of nonfiction texts.
- Use pictures to identify topic and make predictions.
  - Identify text features specific to the topic, such as titles, headings, and pictures.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard relative to nonfiction is that students will demonstrate comprehension of <del>nonfiction print materials and trade books</del> <u>a variety of texts</u> across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, <del>in order to build vocabulary and content knowledge.</del></li> <li>Students will learn that comprehension is an active process requiring them to use their own experiences and learn new vocabulary in order to get meaning from <del>fiction and nonfictional texts that is</del> <u>are</u> read aloud to them.</li> <li><u>Students' understanding of text features, (i.e., titles, headings, and graphics) will support comprehension of nonfiction texts.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that <del>print material tells a story or nonfictional texts</del> <u>provides information.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>make <u>ongoing</u> predictions based on <del>illustrations graphics or and portions of</del> <u>a-text.</u></li> <li><u>relate pictures and illustrations to the text in which they appear.</u></li> <li>link knowledge from their own experiences to make sense of and talk about a text.</li> <li><u>identify</u> <del>name</del> <u>the topic of a nonfiction selection.</u></li> <li><u>ask and</u> respond to simple questions about the content of a book.</li> <li><u>discuss simple facts and information relevant to the topic.</u></li> <li><u>identify text features including titles, headings and pictures in text.</u></li> <li><u>identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</u></li> </ul>

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

- K.11 The student will print in manuscript.**  
**a) Print uppercase and lowercase letters of the alphabet independently.**  
**b) Print his/her first and last names.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will begin developing neat, legible handwriting.</li> <li><del>The intent of this standard is that s</del>Students will learn to print uppercase and lowercase letters of the alphabet.</li> <li>Students need explicit, direct instruction to learn to form uppercase and lowercase <u>manuscript</u> letters correctly.</li> <li><u>Reproducing letters with automaticity assists with learning sounds, spelling words and word recognition.</u></li> <li><del>Students also need to be taught</del> <u>Teaching appropriate pencil grip will assist students with printing in manuscript.</u></li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that there are correct ways to write the <u>manuscript</u> letters of the alphabet.</li> <li>understand that their written name provides identification.</li> <li><u>understand that printing properly formed letters makes manuscript writing legible.</u></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use appropriate pencil grip.</li> <li><u>print upper- and lower-case letters of the alphabet legibly and independently.</u></li> <li>use <del>standard-manuscript</del> letter formation.</li> <li>use <del>standard-manuscript</del> number formation.</li> <li><del>recognize their first and last names</del></li> <li>form the letters of and space their first and last names.</li> <li><del>know that the first letter of their first name and the first letter of their last name are always capital letters</del></li> <li>write their first and last names for a variety of purposes.</li> <li><u>capitalize the first word in a sentence and the pronoun I.</u></li> </ul>

**K.12 The student will write to communicate ideas for a variety of purposes.**

- a) **Differentiate pictures from writing.**
- b) **Draw pictures and/or use letters and phonetically spelled words to write about experiences.**
- c) **Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.**
- d) **Write left to right and top to bottom.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature.</li> <li>Writing in kindergarten <del>sets the stage</del> <u>prepares students for formal writing</u> more formalized writing styles in <del>other</del> subsequent grades.</li> <li>Students will draw upon their <u>growing phonetic knowledge to spell words using letters and beginning consonant sounds when describing pictures or writing about experiences.</u></li> <li>Beginning writings may include drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as phonetically spelled words.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that their writing serves a variety of purposes.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>distinguish print from pictures.</li> <li>write daily for a variety of purposes (<u>e.g., practicing formation of alphabet letters, labeling, and journal writing</u>).</li> <li>write on assigned and/or self-selected topics.</li> <li><u>use writing, dictation, and drawing to compose informative/explanatory texts that <del>name</del> introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., <del>My family</del> My favorite book is ...).</u></li> <li><u>use writing, dictation, and drawing to narrate an event.</u></li> <li><del>write without resistance when given the necessary time, place, and materials</del></li> <li>generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words.</li> <li>write left to right and top to bottom.</li> </ul>

**K.13** The student will use available technology for reading and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"><li>The intent of this standard is that students will use available technology <u>for reading and writing</u>.</li></ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"><li>understand that <del>computers are</del> <u>technology is</u> a way to interact with print.</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li><del>use “skill and practice” software.</del></li><li><del>use word processing software.</del></li><li><u>use available digital tools for reading and writing.</u></li><li><u>ask and respond to questions about material presented through various media formats.</u></li><li><u>share their writing with others.</u></li></ul>